

**Summary of Conference Agreement
for the
Carl D. Perkins Career and Technical Education Improvement Act
of 2006
(July 26, 2006)**

Name Change: The Conference Report updates the name of the Act and authorized programs from “Vocational Education” to “Career and Technical Education”.

Authorization Level: The Conference Report authorizes such sums through FY 2012.

Formula: The Conference Report adjusts the Federal to State formula to better respond to population growth and it allows for an increase in funding to small states. The new formula is triggered when appropriations rise above FY2006 funding levels.

Structure: The Conference Report, unlike the House bill, does not consolidate the Basic State Grant and the Tech-Prep program. Instead, the Conference Report retains the separate authorization in current law, and gives States the choice of continuing a Tech Prep Program.

State Administration: The Conference Report, unlike the House bill, retains the ability of states to use five percent of their allocation for administrative activities such as planning, evaluation and coordination.

Performance Indicators: The Conference Report establishes separate performance indicators for secondary and post-secondary programs. Secondary program indicators include: academic achievement; technical skill proficiency; graduation rates; receipt of secondary school diploma; GED; and alternative diplomas; placement in post-secondary education or employment placement; and student participation in training in non-traditional fields. Post-secondary program indicators include: technical skill proficiency; attainment of technical credentials; retention in post-secondary or transfer to baccalaureate program; placement in employment; and student participation in training in non-traditional fields. The Conference Report now requires that states use the same measures of performance for students who participate in the Tech-Prep program and non-Tech Prep career and technical students. State and local programs must make program performance information publicly available and must disaggregate data by race, gender, LEP status, disability, and special population status.

Accountability: The Conference Report includes new accountability measures aimed to drive program improvement. The Conference Report requires career and technical education programs to develop improvement plans to address deficiencies in performance. If these improvement plans are not carried out or if programs fail to meet 90 percent of one or more of the same performance indicators for three consecutive years, funds may be withheld.

**Summary of Conference Agreement
for the
Carl D. Perkins Career and Technical Education Improvement Act
of 2006
(July 26, 2006)**

Private School Participation: The Conference Report provides public schools with the discretion to allow private school students to participate in career and technical education programs. It maintains current law which allows teachers from private schools to participate in professional development opportunities.

Career and Technical Programs of Study: The Conference Report requires States to develop and offer Career and Technical Programs of Study that guide students on the core curriculum necessary to achieve proficiency in career and technical education programs. Similar to the concept of “Career Pathways”, Career and Technical Programs of Study incorporate both secondary and postsecondary education elements and must lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Math, Science, and Technology: The Conference Report increases the role of math, science and technology in career and technical education programs and encourages the expanded use of technology by teachers and faculty.

Professional Development: The Conference Report strengthens professional development programs such as teacher recruitment and retention and promotes joint professional development opportunities with academic staff for career and technical education teachers, administrators, and career and guidance counselors.

Graduation and Career Plans: The Conference Report includes new language that allows secondary programs to design graduation and career plans as tools to help students focus on future goals and guide educational decisions critical to graduation, participation in post-secondary education or entry into a high skill, high wage, high demand career.

Non-Traditional Careers/Special Populations: The Conference Report continues support for increasing access to programs that train students for non-traditional careers and support for increasing access for students with disabilities, single and pregnant teens and displaced homemakers.

Other new state and local uses of funds:

Technical Assessments; support for career clusters, career academies, and distance education; entrepreneurship education.